

RICE CREEK ELEMENTARY

4751 Hard Scrabble Road
Columbia, SC 29229

GRADES PK-5 Elementary School

ENROLLMENT 774 Students

PRINCIPAL Linda S. Hall 803-699-2900

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	11	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes

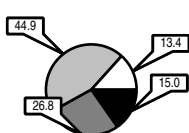
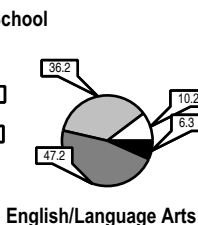
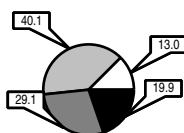
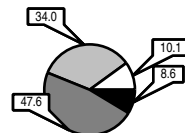
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	429	99.8	10.5	35.9	46.7	6.9	67.9	Yes	Yes
Gender									
Male	215	99.5	12.0	41.5	41.5	5.0	63.0		
Female	214	100.0	8.9	30.0	52.1	8.9	73.2		
Racial/Ethnic Group									
White	121	100.0	10.3	21.6	56.0	12.1	76.7	Yes	Yes
African-American	275	99.6	11.4	41.5	42.3	4.9	62.2	Yes	Yes
Asian/Pacific Islanders	19	100.0	0.0	37.5	62.5	0.0	100.0	I/S	I/S
Hispanic	13	100.0	9.1	63.6	18.2	9.1	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	366	99.7	4.5	35.6	52.6	7.3	74.3		
Disabled	63	100.0	44.1	37.3	13.6	5.1	32.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	429	99.8	10.5	35.9	46.7	6.9	67.9		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	420	99.8	10.6	35.9	46.8	6.7	67.7		
Socio-Economic Status									
Subsidized meals	100	100.0	17.6	42.4	34.1	5.9	56.5	Yes	Yes
Full-pay meals	329	99.7	8.5	34.1	50.2	7.2	71.1		

Mathematics - State Performance Objective = 15.5%									
All Students	429	100.0	14.3	44.2	26.3	15.1	57.0	Yes	Yes
Gender									
Male	215	100.0	15.4	44.3	24.4	15.9	58.2		
Female	214	100.0	13.2	44.2	28.4	14.2	55.8		
Racial/Ethnic Group									
White	121	100.0	10.3	36.2	31.0	22.4	67.2	Yes	Yes
African-American	275	100.0	17.4	49.0	22.7	10.9	50.6	Yes	Yes
Asian/Pacific Islander	19	100.0	0.0	25.0	43.8	31.3	81.3	I/S	I/S
Hispanic	13	100.0	9.1	54.5	27.3	9.1	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	366	100.0	8.4	44.6	29.8	17.2	63.3		
Disabled	63	100.0	47.5	42.4	6.8	3.4	22.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	429	100.0	14.3	44.2	26.3	15.1	57.0		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	420	100.0	14.4	44.3	26.0	15.2	57.0		
Socio-Economic Status									
Subsidized meals	100	100.0	22.4	45.9	22.4	9.4	44.7	Yes	Yes
Full-pay meals	329	100.0	12.1	43.8	27.5	16.7	60.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	135	98.5	5.0	31.7	59.2	4.2	63.3
	Grade 4	133	99.2	17.5	43.3	36.7	2.5	39.2
	Grade 5	143	100.0	19.1	46.6	32.1	2.3	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	139	99.3	7.4	26.7	54.1	11.9	65.9
	Grade 4	150	100.0	11.4	42.3	44.3	2.0	46.3
	Grade 5	140	100.0	15.0	47.1	33.6	4.3	37.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	135	100.0	9.8	48.0	22.0	20.3	42.3
	Grade 4	133	100.0	15.7	47.1	20.7	16.5	37.2
	Grade 5	143	100.0	12.2	47.3	26.7	13.7	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	139	100.0	14.7	58.8	18.4	8.1	26.5
	Grade 4	150	100.0	16.8	40.9	27.5	14.8	42.3
	Grade 5	140	100.0	17.1	37.1	27.9	17.9	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 774)				
First graders who attended full-day kindergarten	97.5%	N/C	99.1%	100.0%
Retention rate	1.5%	Up from 0.6%	1.8%	2.7%
Attendance rate	96.9%	Up from 96.6%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.8%	3.5%
Eligible for gifted and talented	25.8%	Down from 27.3%	26.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Up from 6.7%	6.5%	8.2%
Older than usual for grade	0.5%	No change	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	71.7%	Up from 62.5%	58.5%	51.4%
Continuing contract teachers	79.2%	Up from 70.8%	87.5%	87.5%
Highly qualified teachers**	97.9%	N/A	95.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.6%	Down from 84.0%	88.6%	86.7%
Teacher attendance rate	93.2%	Up from 93.0%	95.4%	94.9%
Average teacher salary	\$40,131	Up 2.9%	\$42,238	\$40,760
Prof. development days/teacher	13.8 days	Down from 14.8 days	12.8 days	12.4 days

School				
Principal's years at school	6.5	Up from 5.5	6.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.7 to 1	20.3 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 87.6%	91.0%	90.0%
Dollars spent per pupil*	\$5,252	Up 10.1%	\$6,023	\$6,044
Percent of expenditures for teacher salaries*	71.0%	Down from 73.4%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Rice Creek Learning Community just completed its eleventh year! Those years have been ones of change and growth along with much success: National Blue Ribbon School of Excellence, National Blue Ribbon Special Emphasis Award for Technology, Exemplary Writing Award, Red Carpet Award, and Flagship School of Promise. For the past three years, we have achieved the Palmetto Gold Award for the highest level of student academic achievement. We have also been recognized by the state's Education Oversight Committee as a school that is "closing the gap" for historically underachieving student groups. These honors are results of commitment to success by all . . . students, faculty and staff, parents, colleges and businesses, and all community stakeholders. Collaboratively, we align goals and work energetically to provide a safe, inviting, and supportive environment that empowers students to inquire, learn, and produce.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, sensitivity awareness, service learning, and character education; they demonstrate physical triumphs through P.E. and our morning aerobics program; and they make new discoveries and create original works through technology and fine arts integration. Our admirable PACT scores continue to show improvements in English/Language Arts and Math. Strategies such as Math SuperStars, Reading Renaissance, and the 6-Trait Writing Model challenge all learners while flexible grouping, classes with our reading interventionist, "PACT Attack" tutoring, before and after-school programs, and summer school address specific learning needs. We will continue to work to move each and every student up to the next higher category of basic, proficient, or advanced. In addition, with our implementation of the Northwest Evaluation Association's Measures of Academic Progress, MAP, we will be able to continuously study strengths and weaknesses of each child in grades 2-5 and chart individual courses for success.

We are delighted with the new 20-classroom addition to our facility that provides optimal learning space as well as added safety and security. Technology is integrated throughout the school and curriculum as a vital tool for teaching and learning. Laptops, flexcams, digital cameras and Smart Boards are becoming more and more prevalent in our classrooms.

We are very proud of our accomplishments and hope that you will share in our pride. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Rice Creek!

Linda Hall, Principal
Mia Butler, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	111	101
Percent satisfied with learning environment	100.0%	88.3%	95.0%
Percent satisfied with social and physical environment	100.0%	85.6%	92.9%
Percent satisfied with home-school relations	100.0%	90.9%	82.3%

*Only students at the highest elementary school grade level at this school and their parents were included.